

Clark County School District

Sunrise Mountain HS

2025-2026 Status Checks with Notes



District Approval Date: March 5, 2026

Mission Statement

Working together, The Sunrise Mountain High School Community will assist ALL of our students achieve the high levels of learning required for success in college or post-secondary opportunities by utilizing collaborative approaches that are Purposeful, Inclusive, and Consistent (PIC).

Vision

The policies, programs, and practices of Sunrise Mountain High School reflect its commitment to helping ALL of our students learn at high levels.

As a result of That Commitment:

- The staff constantly seeks out the most promising practices that support student learning.
- The school is characterized by a collaborative culture in which educators take collective responsibility for helping ALL students learn at high levels.
- The collaborative team is the fundamental structure of the school.
- Students are provided a guaranteed and viable curriculum, unit by unit.
- The learning of each student is monitored on an ongoing basis through daily formative assessment in the classroom and team-developed summative assessments for each unit.
- Our school has systems in place to ensure that evidence of student learning is used to:
 - Provide timely diagnostic and directed support for students who are struggling
 - Enrich and extend learning for students who demonstrate they are proficient
 - Inform educators regarding their strengths and weaknesses in helping students learn at high levels
 - Alert the collaborative team to areas of concern in student learning that warrant the attention of the entire team
- Our school supports educators' continuous learning and ongoing professional development.
- Our school has a strong partnership with parents and provides parents with the information necessary to monitor and support the learning of their children.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school

performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/clark/sunrise_mountain_high_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: - Increase the percentage of all students scoring at or above the 61st percentile in Reading and Math from 25% (Spring 2025) to 27% (Winter 2025) and to 30% (Spring 2026), as measured by MAP Growth Assessments.

- Increase the percentage of students completing the CTE program assessments within all programs from 33% to 50 %

Aligns with District Goal

Formative Measures: -Exact Path individualized pathways to be regularly assessed

-Tier I common assessment to assess student skills created and analyzed by PLC.

-Review of PLC agendas to review assessments and analysis.

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Professional development on interpreting assessment data and connecting that data to the District's Tier 1 and Tier 2 Instructional Materials/Strategies and computer-based intervention programs such as Exact Path, including by not limited to, during PLC planning time. Ensuring that teachers post the learning intentions and success criteria daily in their classrooms and that students understand them.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: Intervention program/instructional strategies Professional development on intervention programs and connecting MAP data Professional development on varied instructional strategies and connecting MAP data and summative assessment data</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 2: Moderate: professional development</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Fall Outcome: 15% Math 26% Reading</p> <p>After norms adjustment.</p> <p>We collected data and shared with staff in a strategic plan in order to analyze student achievement in PLC time that made planning meaningful. Professional development focused on Tier I instructional practices with conversations relating to cross curriculum, including a focus on achievement gaps, CTE skills and ELL strategies. Professional development has focused on strengthening Tier 2 instruction and student engagement. Teachers participated in department-specific IXL training to align instruction with content standards and use diagnostic data for targeted interventions. T A structured PLC agenda tool was developed to guide teams in data collection and analysis. Administration and strategists have monitored PLC implementation through visits and agenda reviews. Some PLCs are using the tool with fidelity and engaging</p>

October Next Steps/Need

Feedback from staff and reports from the Tier I monitoring tool observations helped identify next steps to include continued monitoring and coaching for PLCs, additional training and support for discussion structures as an engagement strategy, and the launch of a targeted peer-to-peer observation process to strengthen collaboration and instructional practices

Feb: In progress

February Lessons Learned

Winter Outcome: Winter MAP Growth data indicate continued progress toward the school's achievement goals, with notable growth in Reading and Math.

25% Math

34% Reading

February Next Steps/Need

- Reviewed Winter MAP Reading and Math results at all levels (admin, teacher, students) to monitor student progress toward school achievement goals.

- Used PLC time to review MAP and IXL data, identify learning gaps, and adjust instruction to better meet student needs.

- Provided professional development focused on strengthening high-quality classroom instruction.

- Implemented strategies to increase student engagement, support English Language Learners, and strengthen connections across subject areas.

- Used a structured PLC agenda to support consistent data review and instructional planning.

- Monitor PLC meetings to ensure teams are using data to plan instruction and interventions effectively.

We will:

- Continue targeted small-group supports (Tier 2) using IXL based on individual student needs.

- Prepare for upcoming CTE assessment by continuing collaboration with CTE teachers.

- Strengthen alignment between assessment data, classroom walkthrough tools, and instructional materials.

June: Cancel

June Lessons Learned

	<p>Goal:</p> <ul style="list-style-type: none"> - Increase the percentage of all students scoring at or above the 61st percentile in Reading and Math from 25% (Spring 2025) to 27% (Winter 2025) and to 30% (Spring 2026), as measured by MAP Growth Assessments. - Increase the percentage of students completing the CTE program assessments within all programs from 33% to 50 % <p>Spring Outcome: Winter MAP Growth data indicate stable numbers. 22% Math-reduced by 2% 34% Reading- continued steady</p> <p>CTE Work Place Readiness Assessment increased to 42% of all students who passed End of Course to be noted.</p> <p>June Next Steps/Need From winter to spring, student performance remained relatively stable in ELA, while Math showed a slight decline. However, when examining the broader fall-to-spring trend, the school demonstrated overall growth, with a 10 percentage-point increase in Math and a 9 percentage-point increase in Reading.</p> <p>Next steps: We are transitioning to iReady for 9th- and 10th-grade formative testing, so we will cancel this goal and reformat it for next year.</p> <p>Transition on-track students to graduation and, possibly, CCR completers.</p> <p>CTE pass rates per program and standards.</p>
Improvement Strategy 2 Details	Reviews
<p>Improvement Strategy 2: Articulation with grade level bands and also feeder middle schools and elementary schools to discuss data and promote student achievement at all levels.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: Funds to pay teachers if meetings are held during off-contract time</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 4: Demonstrate Rationale: data discussions</p>	<p>Oct: In progress</p> <p>October Lessons Learned Articulation was developed and organized for the professional development days to include cross curricular conversations. These were designed to identify areas of concern for each grade level and the implementation of IXL within the programs in order to meet student needs.</p> <p>October Next Steps/Need To continue to to plan cross curricular conversations and to</p>

Problem Statements/Critical Root Cause: Student Success 1

develop common expectations within the high school community in order to better prepare to collaborate with feeder schools on expectations.

Feb: In progress

February Lessons Learned

- Met regularly with feeder elementary and middle schools to review data and support student learning across grade levels.
- Provided monthly time for full departments to meet and plan together.
- Included cross-curricular collaboration time during each professional development day.

February Next Steps/Need

- Continue to meet regularly with feeder elementary and middle schools to strengthen instructional practices and MTSS systems.
- Continue to provide monthly time for full departments to meet and plan together.
- Cross-curricular collaboration time will continue.

We will:

- Deepen alignment of instructional strategies across subject areas to support student achievement
 - Align Math and Science instruction by focusing on shared academic vocabulary.
 - Strengthen ELA and Social Studies instruction by using common writing strategies across classes.
- Continue leadership collaboration across schools to support consistent instructional practices.

June: Continue

June Lessons Learned

- Attended the 8th grade graduation ceremony
- Administration continues to meet on a regular basis to complete short and long range planning.
- Invited O'Callaghan Middle School and Von Tobel Middle School for a campus visit. Students toured the CTE and Performing arts programs as well as the Sunrise Mountain campus.
- CIS and Arts teachers have continued to visit schools on articulation periods to build programs and support students.
- Leadership teachers are collaborating to build civic and community and increase service learning opportunities.

June Next Steps/Need

Continue this work to expand mentorship and leadership opportunities, continue cross-curricular conversations, and increase vertical alignment. Leadership meeting scheduled in June.

Need: Utilize instances for data alignment.
"Of the 3 primary feeder schools, we have collaborated x number of times."

Inquiry Area 1: Student Success

SMART Goal 2: English Learner (EL) English Language Arts (ELA) Proficiency: Data Review Conclusion: Decrease the percentage of students (61%) that are a level 1 on the ACT ELA assessment, vs their Not LEP peers, (24.3%).

EL Mathematics Proficiency: Data Review Conclusion: Decrease the percentage of students (53.4%) that are a level 1 on the ACT Math assessment, vs their Not LEP peers, (61%).

EL WIDA Met AGP: Data Review Conclusion: Increase the percentage of students who are meeting their AGP growth goal from 5.7% in SY 2023-2024 to 10% or greater.

Aligns with District Goal

Formative Measures: Summit K12
MAP projected proficiency data
Grades and/or classroom assessments

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: To increase students opportunity for discourse in all subject areas.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: Intervention program/instructional strategies Professional development on intervention programs and connecting WIDA and ACT data Professional development on ULD, data and summative assessment data</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Evidence Level Level 2: Moderate: Professional Development, Professional Learning Communities</p> <p>Problem Statements/Critical Root Cause: Student Success 2</p>	<p>Oct: In progress</p> <p>October Lessons Learned Leadership team identified data points to help provide guidance in increasing student achievement. The ELA department received training on discussion strategies to enhance speaking and listening skills, with early evidence of increased student participation.</p> <p>October Next Steps/Need The ELA department will reflect on the strategies and how to be apply within the Tier I materials and curriculum. All departments will review the use of the discourse strategy and establish a plan for implementation and reflection.</p> <p>Feb: In progress</p> <p>February Lessons Learned Current MAP growth data, from Fall MAP testing to Winter MAP testing, indicate that ELL students are demonstrating overall positive academic growth, particularly among students who began the year in the lowest achievement bands. Students performing in the 0-30th percentile bands during Fall MAP showed growth well above the 50th percentile, suggesting that targeted supports are helping accelerate learning for our most</p>

at-risk learners.

Walkthrough data indicate that teachers are using discussion structures and strategic student groupings across the school.

February Next Steps/Need

The following initiatives and structures have been intentionally implemented:

- ELLevate129 Initiative boosted access, support, and incentives for ELL students enrolled in AP and Dual Enrollment courses while still participating in WIDA
- ELL learning community (PLC), launched November 2025, focused on coaching and supporting teachers
- Instructional observations conducted with site and district stakeholders
- Optimized WIDA testing environments to maximize student performance
- After-school WIDA targeted instruction bootcamps
- Strategists and administrators continued to coach and support teachers in discussion strategies to enhance speaking and listening skills.

We will:

- Continue cross-campus collaboration (Bailey, Von Tobel, and Sunrise) to align high-quality instructional practices
- Continued monitoring and support for discussion strategies and strategic groupings
- Continue ELL-targeted data collection process

June: Continue

June Lessons Learned

ACT data for the 2025-2026 school year is not yet available for analysis. However, MAP Reading data indicates that the achievement gap between LEP students and their non-LEP peers has decreased significantly. In the 2024-2025 school year, the achievement gap was 23%; in 2025-2026, the gap narrowed to 10%. This suggests that reading achievement among LEP students is improving and is expected to be reflected in future ACT data. MAP Math data also showed improvement, with the achievement gap between LEP and non-LEP students decreasing by 1% from the 2024-2025 to the 2025-2026 school year. WIDA AGP data for the 2025-2026 school year is not yet available. However, current trends show growth in WIDA AGP, increasing from 4.3% in 2024-2025 to 5.7% in 2025-2026, indicating positive progress. Additionally, the school achieved a 99.8% WIDA completion rate and

increased the student exit rate from 2.2% to 3.3%. The additional action steps identified in February have contributed to these outcomes.

June Next Steps/Need

Next/Need:

As we reflect on our progress this school year, we will continue building on the systems and practices that have contributed to improved outcomes for our LEP students. Next steps include optimizing WIDA testing environments, strengthening the ELL PLC, and continuing to improve FLS/ACLE Tier 2 instruction. We will also continue developing student incentive programs for WIDA exits, such as Ellevate129, to encourage student achievement and language growth. Additionally, we will continue conducting walkthroughs to collect instructional data and provide targeted professional learning based on staff needs, while maintaining strong cross-campus collaboration to support consistent instructional practices and student success.

Focus Ed ELLD:

Avg Composite Score 2.9

Listening: 24.9% Developing]

Reading: 19.1% Developing

Writing: 50.4% Developing

Speaking: 18.6% Developing

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: For the 2025-2026 school year, we will Increase the number of PLCs engaging in analysis and response to data and Tier 1 structures from 30% in spring 2025 (focused on Math/ELA) to 100% schoolwide in PLC and as measured by PLC observation forms and agenda.

Aligns with District Goal

Formative Measures: - PLC Agenda

- PLC Observation Tool
- Tier I Monitoring Tool
- Feedback Surveys

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Develop structures and timelines for disseminating data to staff and provide expectations for analyzing the data with use of Tiered PLC agendas and the PLC look for tools.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: Professional Development Opportunity: Funds to pay teachers, drilling down on data, school-wide, department, and classroom levels</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 4: Demonstrate Rationale: PLCs</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned PLC templates were created to help facilitate the conversations in PLC time based on shared data. Leadership team will continue to review data points and establish tools to help teachers facilitate these conversations</p> <p>October Next Steps/Need Professional development to continue to include ways to demonstrate the use of data, how to apply the analysis to lesson planning and development of appropriate Tier II implementation.</p> <p>Feb: In progress</p> <p>February Lessons Learned Winter Outcomes: Winter PLC data show measurable progress in the consistent use of PLC agendas to guide instructional conversations. As of the winter review, 61% of PLC teams demonstrated regular completion of PLC agendas, indicating growing use of structured data discussions to support student learning. Math and ELA teams showed the strongest consistency, reflecting positive momentum in core academic areas. Overall, PLC agenda use supported more focused conversations around student data, instructional planning, and Tier 1 classroom practices.</p> <p>February Next Steps/Need -Used structured PLC agendas to guide staff analysis of</p>

student data and instructional planning.
-Shared multiple data sources with PLC teams, including MAP results and grade distribution data, to support meaningful discussions.
-Asked PLC teams to identify students at risk of failing and plan targeted instructional or support actions.
-Implemented a monthly PLC focus and communicated expectations and data sources through the staff newsletter.
-Provided targeted support to selected PLC teams, including the ELL PLC and English 9, to strengthen planning and data use.
-Began expanding opportunities for peer observation focused on effective Tier 1 instructional strategies.

We will:

- Increase consistent use of PLC agendas across all departments.
- Strengthen the consistent use of the PLC Observation Tool to monitor effectiveness.
- Expand peer observation opportunities to promote shared instructional practices and collaboration.
- Look at Focus Ed for Tier I Metric data (Focal Point)

June: Correct

June Lessons Learned

Now:

Throughout the 2025-2026 school year, the school continued building PLC structures and systems to strengthen instructional planning, data analysis, and Tier 1 instructional practices. PLC teams increasingly engaged in collaborative conversations focused on student learning, instructional planning, and response to data. Winter to Spring data suggested that Math and ELA PLCs continued to demonstrate the strongest consistency and served as models for structured collaboration.

The school continued implementation of monthly PLC focuses and communicated expectations and data sources through the staff newsletter. PLC teams reviewed multiple sources of student data, including MAP results and grade distribution data, to support instructional decision-making and identify students at risk of failure. Targeted support was provided to selected PLC teams, including the ELL PL and the ELA PLC.

June Next Steps/Need

The school made meaningful progress in establishing more consistent PLC structures and expectations across

departments. Staff increasingly engaged in collaborative planning and used PLC agendas to guide discussions around instruction and student learning. This work strengthened the foundation for a more cohesive PLC process schoolwide. The school recognizes the need to further strengthen instructional responses and classroom implementation connected to PLC work. Future efforts will focus on increasing teacher ownership of data collection, analysis, and instructional decision-making. Following collaboration with district staff and participation in PLC+ Intensive Training, the school will continue deepening PLC+ implementation. Next steps include utilizing classroom walkthrough data, strengthening the use of learning intentions and success criteria, and expanding student discourse opportunities to increase student engagement and instructional effectiveness.

2026 -2027: Focus on Tier 1 Metric

Inquiry Area 3: Connectedness

SMART Goal 1: By Spring 2025 school year, chronic absenteeism was 36%.

By Spring 2026, the chronic absenteeism rate will be below 30%, and the MTSS system will visibly define the support services for students on campus.

Aligns with District Goal

Formative Measures: - Student Daily Attendance

- Behavior Data
- Referrals to MTSS
- Surveys
- Talking Points Data

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: More visibility and easier access to counselors, social workers and other staff with defined structures that all stakeholders will be able to identify.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: Professional Development Structure for accessing sources Structure for referring student needs Providing mentorship through various structures</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 3: Promising: Professional Development</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Professional learning was provided in August about the Science of Hope and a book study was developed to include both grading for Equity and the Hope Rising to help staff continue with the culture of providing Hope and the process to help students. The referral process for student with concerns was reviewed and clarified, as well as communication of services.</p> <p>October Next Steps/Need The use of Imago lessons to help build SEL and life skills for student achievement. Panorama data will be reviewed and shared to help develop a plan for implementation of courses according to specific grades and groups of students.</p> <p>Feb: In progress</p> <p>February Lessons Learned As of Spring/January 2026, the school's chronic absenteeism rate is 38% Federal, and 36.4% using NSPF data.</p> <p>Student support services have become more visible and accessible across campus. Clear systems for connecting students to counselors, social workers, and SEL staff are increasingly used, resulting in more timely identification of student needs and improved coordination of supports within</p>

	<p>the MTSS framework.</p> <p>February Next Steps/Need</p> <p>We have:</p> <ul style="list-style-type: none"> -Increased staff visibility by expanding counselor and social worker presence across campus. -Established clearer referral pathways for student support services within MTSS. -Expanded availability of SEL staff during instructional time and lunch. -Reviewed Panorama data to guide targeted SEL supports by grade level and student group. -Implemented Imago lessons and Science of Hope strategies to strengthen student connection and belonging. <p>We will:</p> <ul style="list-style-type: none"> -Continue clarifying and reinforcing referral processes so all stakeholders understand how to access supports, including work on the new website. -Continue promoting a schoolwide culture of connection, safety, and belonging to improve attendance. <p>June: Continue</p> <p>June Lessons Learned</p> <p>As of Spring 2026, the school's chronic absenteeism rate was 36.3% using federal rules and 33.8% using NSPF data. Communication with families, students and staff on a regular basis to remind the importance of attendance.</p> <p>June Next Steps/Need</p> <p>We will continue to decrease chronic absenteeism utilizing incentives through recognition and other resources. The pilot for Panorama, imbedded programs and activities will help to identify student needs. Also, attendance monthly walks with staff and attendance officers will connect with families.</p>
Improvement Strategy 2 Details	Reviews
<p>Improvement Strategy 2: Provide teachers/staff training on implementing positive/proactive strategies with students in the classroom; using PLC data and have all teachers share best practices.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: Funds for professional development Funds to cover teachers/subs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p>	<p>Oct: In progress</p> <p>October Lessons Learned In Progress</p> <p>October Next Steps/Need In Progress</p> <p>Feb: In progress</p>

Evidence Level

Level 3: Promising: PLC data

Problem Statements/Critical Root Cause: Connectedness 1

February Lessons Learned

PLC discussions increasingly include review of attendance-related data and sharing of instructional and relationship-based strategies that support consistent student attendance.

February Next Steps/Need

We have:

- Provided professional learning focused on proactive classroom strategies.
- Supported teachers in using PLC data to identify attendance trends and student needs.
- Created opportunities for staff to share effective classroom practices during PLCs and department meetings.
- Reinforced the use of relationship-building strategies to support student engagement.

We will:

- Continue creating structured opportunities for teachers to share best practices.
- Continue aligning classroom strategies with MTSS attendance supports.
- Continue building staff capacity to respond consistently and supportively to student needs.

June: Correct

June Lessons Learned

The school made progress in strengthening proactive classroom practices, student engagement strategies, and relationship-building supports through PLC discussions, professional learning, and staff collaboration. Staff increasingly utilized PLC conversations to discuss student needs, attendance trends, and effective classroom supports.

June Next Steps/Need

We have:

- Provided professional learning focused on proactive classroom practices, student engagement, and relationship-building strategies.
- Utilized PLC conversations to discuss student needs, attendance trends, and effective classroom supports.
- Supported staff collaboration through PLCs and department meetings to share effective practices.
- Began expanding focus on social-emotional learning supports and student connectedness.

We will:

- Implement the IMAGO program schoolwide to strengthen student connectedness and relationships with staff.
- Provide additional professional learning focused on discourse strategies, student engagement, and collaborative classroom practices.
- Continue creating structured opportunities for teachers to share best practices and effective supports.
- Continue aligning classroom supports with MTSS and student success initiatives.
- Continue building staff capacity to promote student participation, engagement, and metacognitive learning practices.

Inquiry Area 3: Connectedness

SMART Goal 2: Reduce the suspension rate for Black/African American students from 34.2% (24-25) to 33% during the 2025-2026 school year, as measured by school-wide behavior data

Aligns with District Goal

Formative Measures: -School-Wide Behavior Data Reports

-Classroom walkthrough data

-Observational data

-Informal surveys

-School evaluation reports

-Data collected by an individual who is external to the school, CCSO MTSS department

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0.</p> <p>Position Responsible: Administration/PBIS Leadership Team</p> <p>Resources Needed: PBIS Leadership Team/TFI 3.0 Data</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Evidence Level Level 1: Strong: PBIS</p> <p>Problem Statements/Critical Root Cause: Connectedness 2</p>	<p>Oct: Revisions needed</p> <p>October Lessons Learned Implemented Status Check 2. 2025-2026.</p> <p>October Next Steps/Need In Progress.</p> <p>Feb: In progress</p> <p>February Lessons Learned Our current level of disproportional suspensions among African American students is 38%.</p> <p>February Next Steps/Need -Team discussed the result of the Tiered Fidelity Inventory (TFI) and identified root causes. -The team identified one high-priority area, which is to provide staff with ongoing guidance to consistently teach and reinforce the same behavior expectations across all school settings.</p> <p>We will: -The school will conduct the TFI status check. -The school will increase understanding of behavior expectations among external stakeholders, including families and community partners.</p> <p>June: Continue</p> <p>June Lessons Learned</p>

As of Spring 2026, the school's suspension rate for Black/African American students was 39.3%.

June Next Steps/Need

During the 2025-2026 school year, the results of the Tiered Fidelity inventory (TFI) were discussed, and root causes were identified. Staff were provided professional development and guidance to teach and reinforce consistent expectations for student behavior across all school areas. Communication increased through Parentlink and other methods to continue building the understanding of expectations with external stakeholders.

During the 2026-2027 school year, we will continue TFI status checks and increase communication to ensure consistent behavior expectations are provided to all stakeholders. We will also continue to strengthen Tier I PBIS implementation throughout the school by providing guidance for staff members and students.